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| Vivian Magarino- Gomez, NBCT | Apex Elementary Art Program |
| **Title**: Basic Weaving: Grades 1-4 | **Estimated Time: 6 sessions** |
| **Objectives & Goals:** | **Body of the Lessons** |
| Students will:  -successfully construct an intact art product.  -be able to identify the warp and weft of the weaving.  -understand how weaving is part of human development in all cultures.  -be able to use DiscoveryEd /BoardBuilder to process information and respond to the assignment. | **Day 1-2:** Students set up their looms for paper, or thread weaving.  Paper weaving: Paper with block pattern is used to assist with consistent width of warp strips.  Variation: Students create 2 paintings: one is taped down to paper to become the warp and cut into even strips. The second is cut one strip at a time and woven into the first painting. Painting can be of varying sizes. |
| **Student Behavior Expectation:** Talk quietly, self regulate volume by "yacker tracker" classroom job Work carefully. | |
| **Anticipatory Set/ Background info.** | **Day 2-3** |
| Assess students previous experience with weaving.  Identify the warp and weft on the sample loom.  How to read an illustration/picture for information and details | Students begin to weave using weft threaded with yarn needle. How to start weaving and add new colors is demonstrated. |
| **Direct Instruction & Guided Practice:** | **Day 4-7** |
| Using document camera the following is demonstrated:   1. Loading the loam 2. Basic weaving using a yarn needle.   Sitting at each table the demonstration is repeated.  One student at each table who acquires the skill is assigned as a peer teacher. | Removing the weaving from the loom for yarn weaving and finishing the edges.  Paper weaving: Gluing the ends of the warp and weft. Adding small embellishments with splattered black and gold paint.  \*Computer Lab 1: Exploring Board Builder to learn the context of how people weave in different cultures and how weaving has evolved. Login. Accessing and using Board and embedded content.  Computer Lab 2: Review Discovery Ed login and board and folder access.  Ss access folder and gather information from photos, copy/paste in created word doc. And organize answers to prompt into narrative statements.  Computer Lab 3: Complete Word doc of photo/ Read **The Spider Weaver: A legend of Kente Cloth** to summarize and assess student learning |
| **Provision for Individual differences:**  **Modifications for students w/ difficulties:**  Finger weaving, larger yarn needle, Smaller loom Students with greater difficulty are paired with peer teacher. Paper weaving alternative as it is easier to manipulate.  Lab Prompts: written as a question and also given as a statement to model how to convert information into a narrative. | **Vocabulary**  Elements of Art: Line, shape, color, value, texture, space, form  Principle of Design: **balance**, **emphasis**, movement, repetition,  proportion, rhythm, variety, unity. **Contrast**  **Warp- yarn that loads the loom**  **Weft- yarn that is woven over & under the warp**  **Shuttle- object that moves the weft over and under the warp** |
| **Assessment:** | **Reflection: Self Assessment** |
| **The strength of the weaving. Student identifies the warp and weft. Student can name one type of loom. Written assignment.**  **Ss ability to identify key concepts of weaving from book , Spider Weaver:…..** | Preparation, Monitoring & Adjusting, Lesson structure, Student/Teacher Interaction, Behavior Management, Age appropriateness. |
| **Closure:**  1.Did students show understanding of the vocabulary during oral discussion?  2.Did students follow the steps in creating art?  3.Did students critique artworks by applying concepts presented or DAIJ? | **Materials** Yarn Weaving: Yarn, carboard looms, yarn needles, zip lock bags labeled with students name, two stick (optional) scissors, Poster board for framing.  Paper weaving: 9x 12in decorative papers, or paints , paper and brushes. Masking tape and larger 18in x 24 in paper to affix warp to, Glue solution with brushes. Black and Gold paint with smaller brushes.  **Discovery Ed Board ,**   |  |  | | --- | --- | | **The spider weaver : a legend of kente cloth by Margaret Musgrove Call# 398.2 MUS** |  | |
| **Standards:**  V.3.3: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.  CX.1.4: Explain how traditions and values influence ideas, issues, and themes found in art. | MacOS HD:Users:vivian:Pictures:iPhoto Library:Previews:2014:04:17:20140417-074133:6RlOhpDGRw2sxVQELBG+JQ:IMG_1490 - Version 2.jpg |
| **Notes: Successes/Improvements** |  |
| Offer paper cutter to student with fine motor issues and disabilities that prevent cutting with ease. | 4th Graders discovered Open-ended creative process that produces and abstract painting by weaving one painting into another in a sporadic pattern. |
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